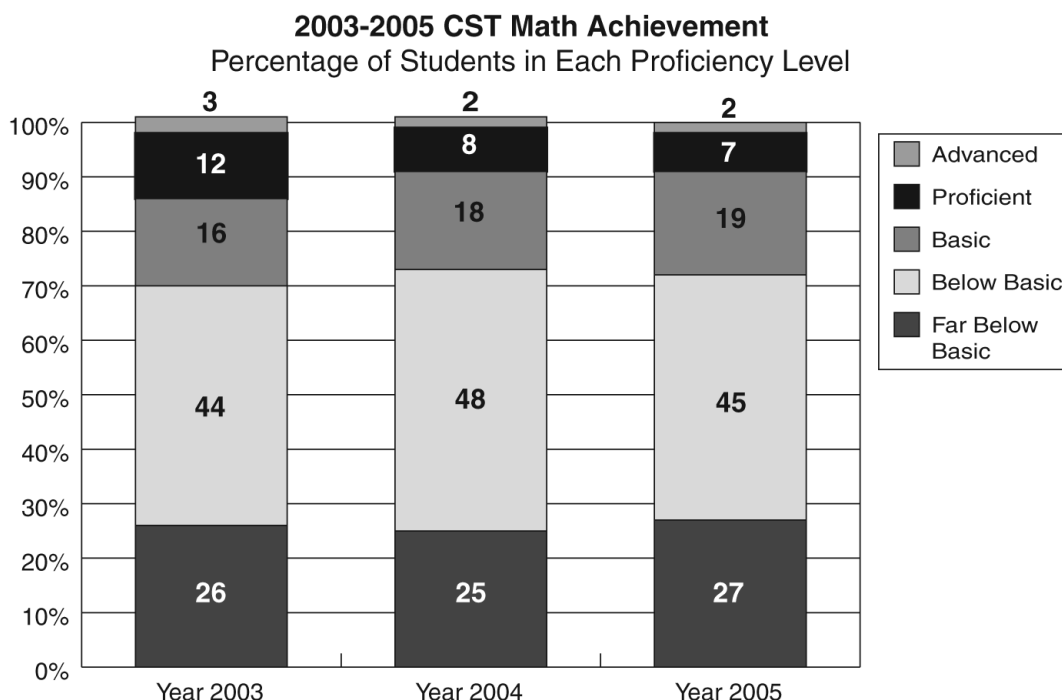


# SAMPLE DATA PAGES WITH FINDINGS

## Achievement Data: State Math Test Proficiency Level Results — 2003-2005

### ELEMENTARY SCHOOL SAMPLE



**Note:** The data above represent all students in grades 3-5 combined.  
Due to rounding, percentages may add up to over 100.

### Findings

- From 2003 to 2005, the percentage of students in the Advanced and Proficient levels on the math CST decreased from 15% to 9%. The greater decrease was in the Proficient level where performance dropped 4 percentage points in 2004 and 1 percentage point in 2005.
- In 2003-2005, about one fourth of the students (26%, 25%, 27%) were in the Far Below Basic level on the Math CST. The percentage of students in this lowest proficiency level has increased since 2003 (+1 percentage point).
- From 2003 to 2005, the percentage of students in the Below Basic proficiency level on the math CST has remained at about 45% for grades 3-5 combined.

### Summary

**Achievement Data: State Test Proficiency Level Results — 2003-2005****MIDDLE SCHOOL SAMPLE****2003-2005 CST Math Achievement Progress**

Percentage of Students at Each Proficiency Level

Grades (Subjects)	Year	No. of Students	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Gr. 7 Math	2003	530	19	32	33	14	3
	2004	544	18	35	32	13	3
	2005	481	17	37	27	15	4
General Math (Gr. 8)	2003	420	11	33	39	17	1
	2004	445	9	29	41	18	4
	2005	412	9	27	39	22	2
Algebra I (Gr. 8)	2003	57	0	11	46	40	4
	2004	55	0	2	22	73	4
	2005	70	0	3	26	64	7
ALL	2003	1009	15	31	36	17	2
	2004	1044	13	31	35	18	3
	2005	964	12	30	32	22	3

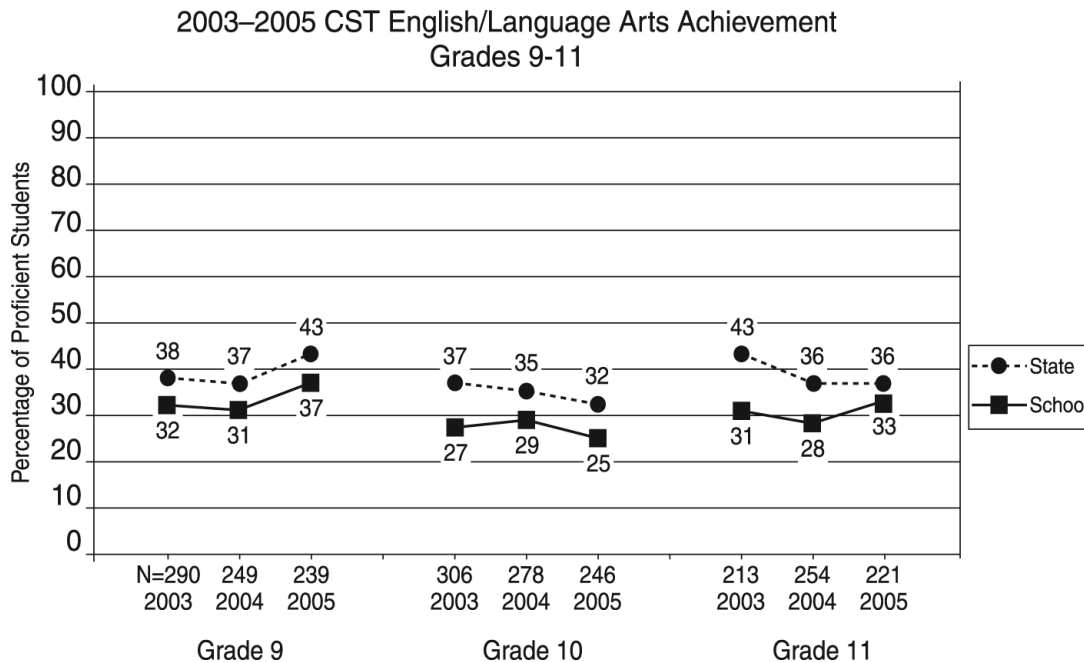
**Findings**

- For all students, the percentage of students at Far Below and Below Basic in math decreased from 46% in 2003 to 42% in 2005. The percentage at Proficient and Advanced increased from 19% in 2003 to 25% in 2005.
- From 2003-2005, seventh grade math performance progressed by 2 percentage points, from 17% at Proficient or Advanced to 19%. In 2003, almost one fifth of the 7th graders were in the lowest proficiency level. Since then, the percentage has increased by 2 percentage points, to 17%.
- From 2003-2005, the percentage of Proficient or Advanced General Math students improved by 6 percentage points, from 18% to 24%, while the percent in the bottom two proficiency levels decreased from 44% to 36%.
- From 2003-2005, the percentage of Algebra I students in the Proficient and Advanced levels increased from 44% to 71%, a gain of 27 percentage points. Not only did Algebra I start at a higher pass rate than the other two classes, but there were also greater increases.

**Summary**

## Achievement Data: Overall State Test Results for School & State — 2003-2005

### HIGH SCHOOL SAMPLE



### Findings

- From 2003 to 2005, the student proficiency rate has been below the state rate; however, the state-school rate differences decreased for 10th graders (from 10 to 7 percentage points) and 11th graders (from 12 to 3 percentage points). The difference with 9th graders remained consistent at 6 percentage points.
- In 2005, the school-state differences for 9th, 10th, and 11th graders in English/language arts (ELA) are 6, 7, and 3 percentage points, respectively. The gap between the school and state is smallest in grade 11 where our proficiency rate increased to 33% while the state rate decreased to 36%.
- From 2003 to 2005, the percentage of students meeting/exceeding the ELA standard increased in grade 9 (32% to 37%) and grade 11 (31% to 33%), but decreased in grade 10 (27% to 25%).

### Summary

**Achievement Results: State Test Demographic/Program Subgroups — 2004-2005****SUBGROUP SAMPLE****2004–2005 CST Language Arts: Student Subgroups — Grades 2-5**

Percentage of Students At or Above the Proficient Level

Demographic Subgroups	2004		2005	
	# Tested	% At or Above	# Tested	% At or Above
African American	17	*	17	*
Hispanic/Latino	184	12	176	17
White (not Hispanic)	23	*	23	*
English Only & Fluent English Proficient	110	35	103	45
English Learner 12+ months	110	4	113	8
Not Economically Disadvantaged	96	25	51	38
Economically Disadvantaged	142	14	180	18
Not Special Education	214	20	213	26
Special Education	24	*	18	*
ALL STUDENTS	238	19	231	24

\* Group size too small to report.

**Findings**

- From 2004 to 2005, all numerically significant subgroups made gains in the percent proficient in language arts on the CST. The gains ranged from 4 to 13 percentage points.
- From 2004 to 2005, the percentage of English only and fluent English students in grades 2-5 who met the language arts proficiency standard increased from 35% to 45% (+10 percentage points). The percentage of proficient English learners, 12+ months, increased from 4% to 8% (+4 percentage points).
- From 2004 to 2005, the percentage of non-economically disadvantaged students at/above the proficiency level increased from 25% to 38% (+13 percentage points) and the percentage of proficient economically disadvantaged students increased 14% to 18% (+4 percentage points).
- For both years, the performance of Hispanic/Latino students is 7 percentage points below the performance of All Students, of which they are a major proportion; but they are making comparable 5 percentage point gains with All Students.

**Summary**